

THE GREYHOUND

MARCH 29, 1972

VOL. XLV NO. 9

LOYOLA COLLEGE

McGovern Hopeful

According to the "McGovern for President" people in Maryland, Edmund Muskie will withdraw from the Democratic Primary after Wisconsin and the impact of Wallace in the primaries could create a split favorable to the nomination of McGovern. These predictions were made at a "college newspaper only" press conference on Monday, March 20 at the "McGovern for President" headquarters in Baltimore. Also, according to Mr. Joseph Raymond, co-chairman of the Maryland committee for "McGovern for President", there is high probability that Kennedy will eventually come out in support of a McGovern nomination.

Comes to Maryland

McGovern himself plans to come to Maryland in late April and it appears the only other major candidates planning to challenge him are Wallace and Humphrey. According to Mr. Raymond, Muskie has written Maryland off and Wallace has an excellent chance of carrying the Maryland primary vote.

Lindsay Withdraws

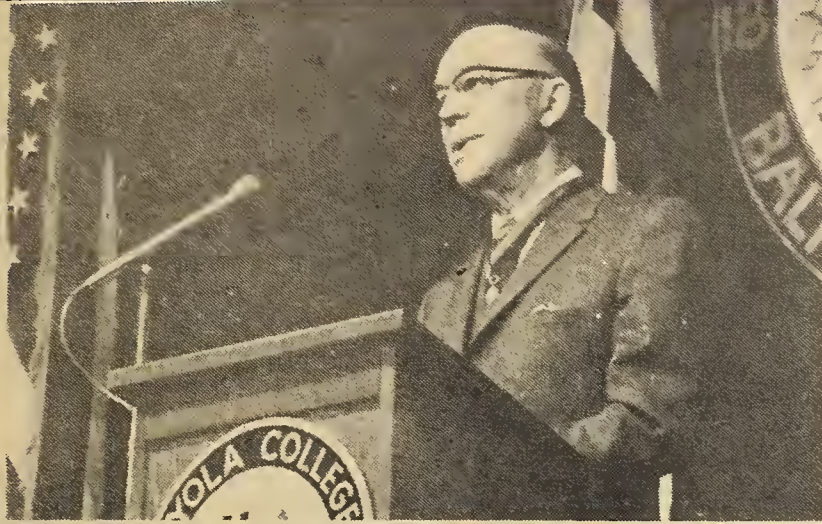
Some of the other predictions made at the press conference were that Lindsay plans to withdraw from the race due to a lack of money and support, and any state delegation from Maryland to the Democratic Convention will be challenged because it is not expected that any states will conform to the new party rules for delegate selection.

Supports Busing

On the question of forced busing, Mr. Raymond stated that McGovern "will meet the issue head-on as he has always done" and "will support the law as it now stands." He further noted that McGovern disagrees with President Nixon's recent anti-busing proposals to Congress and will continue to support busing as a means of achieving integration.



Bookstore: No Go



Dr. Eisenhower Speaks at Maryland Day

Draft Submitted for Approval

by Dorothy Strohecker

There has been much discussion recently about the college Council's proposed Five-Year Plan. A meeting of the Council was held at 7:30 on Monday evening to synthesize the many reactions and suggestions concerning the plan. Revision of Goals Six, Seven, Eight, and Nine, were completed. The final draft will be submitted to the Board of Trustees for approval.

Graduate Recruitment

Under Goal Six, the Council considered the possibilities of assistance on the graduate level. They decided that attention to ethics within business and education course programs would be increased, although there would be no required courses in professional ethics.

Continuing Education

An area of much discussion was that of Continuing Education. In the sense meant by the College Council, Continuing Education includes any enrichment courses or other programs offered on a non-credit basis to the community at large. This would be in keeping with Loyola's traditional commitment as a Catholic liberal arts college to participate in the educational aspect of life in Baltimore and to make available programs with an emphasis on humanistic values. Providing

programs in Continuing Education would be a method of involving Loyola in the community.

Recruitment of Minority Groups

Another subject which was discussed at length was recruitment of students from minority groups to attend Loyola. A program was proposed which would provide both financial and academic assistance to minority students

See College Council Page 3

Maryland Day Draws Crowd

by Mark Barker

The Maryland Day ceremonies took place in Cohn Hall at 4:00 p.m. on March 23. The Hall was filled with teachers, students, and other visitors, all of whom were quiet, appreciative, and courteous. This crowd was drawn to the ceremonies because of the President's address and the awarding of two citations. Everything went as planned, with the exception of the announcement that Mr. Harry Rogers, an alumnus, would donate \$50,000 to the new joint Notre Dame-Loyola library.

After the procession, singing of the Star Spangled Banner, and the invocation, the Andrew White Award was presented to Milton Eisenhower, former President of the Johns Hopkins University. Dr. Eisenhower's acceptance speech was short, clear, and to the point. He said that he was greatly honored, touched, and pleased by the award. Also mentioned by Dr. Eisenhower was the fact that he was happy to have been able to help in the joint expansion of

Loyola and Notre Dame.

The main interest of Father Sellinger's address was the fact that he was approving the five year plan exactly as it was initially proposed by the College Council. He agreed on the goals and was grateful for the contribution. The speech lasted approximately twenty-five minutes, after which the Harry W. Rogers Distinguished Teachers Award was presented. Mr. Rogers was not able to speak at the ceremony, though invited, but sent a \$50,000 grant to the library instead. It occurred to Father Sellinger that it might be wise and profitable to have Mr. Rogers decline to speak more often.

The actual awarding of the Distinguished Teachers Award was done by Father Sellinger in conjunction with Alpha Sigma Nu. The recipient of the award was Dr. Richard McCoart, who is the chairman of the Mathematics Department.

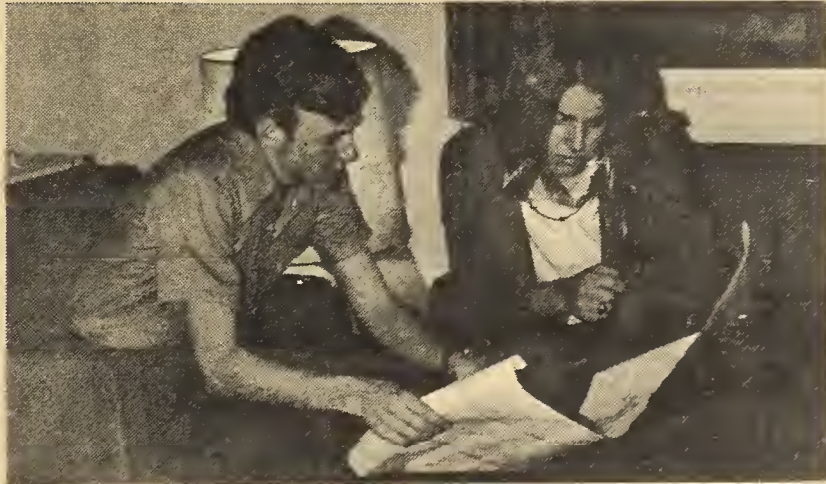
After this the ceremony was concluded with the singing of "Maryland, My Maryland".

Need for Comfort Cited

by Stephen Fields

The Sophomore Council in conjunction with the Resident Student Association has proposed that the main lounge of Hammerman House be converted into a Resident

Coffee Lounge, open to all Loyola students. Miss BB Fay, a Sophomore senator, initiated the plan with the support of Bernie Seidl, Sophomore Class President, and Steve Samchuck, RSA President.



Resident lounge is discussed by members of the Soph. Council

Dorms Restrictive

According to Miss Fay, the resident students in particular need a comfortable meeting and recreation place. She contends that the dormitories, under the quad system, are restrictive. A lounge would facilitate companionship and conversation among resident students and with commuting students. It would also provide refreshments for residents after the cafeteria service closes at night. Students have suggested that the Toad Coffee House on campus fulfills the resident's needs. Miss Fay, however, notes that Toad is not restrictive enough. It caters to the whole Baltimore area.

Lounges To Be Improved

The plan calls for placing about eight tables with a capacity of thirty-five places on one side of the game room in Hammerman House. The remaining space in the game room would house the pool and ping pong tables. The proposal also calls for improving these rooms with carpeting, better lighting and interior decorating. Miss Fay also suggested that the Hammerman patio be enclosed, adding more space and providing a pleasant atmosphere during warm weather.

Residents React Favorably

The original plan would have

See SOPH. Council Page 4

Plan Turned Down

by John Pelton

The Angelastro Administration suffered its first major defeat when its proposal for the college-operated bookstore was turned down by Mr. J Paul Melanson, Vice President for Administration and Finance. Mr. Melanson called the proposal "basically good," but that major problems prevented the college from acquiring the bookstore.

No Difference in Prices

The main reason cited for the refusal was that a college-

operated bookstore could not hope to make a major difference in prices. One difficulty would be that a college-operated bookstore would have to buy its stock through a "middle man," whereas the present company can buy directly from the publisher at a lower cost.

Lost Revenue

Another problem cited was the hiring of help to run the college bookstore. Presently, United Art Company supplies the store and pays the help. Replacements would have to

be found who have the experience to run the bookstore efficiently. Finally, there was the question as to whether the college could absorb the lost revenue it receives from the Company in rent for the bookstore area. This revenue is presently applied to pay the mortgage of the Student Center.

Student Task Force Formed

Mr. Melanson agreed, however, to look into the matter of overcharging in the bookstore. He promised to

See Angelastro Page 2

To Destroy Education

There's a lot of talk today by students and faculty alike about the need for increased individual responsibility and personal relevance in education. We constantly hear how education must be a matter of personal integrity and response and how in many cases the individual must be allowed to follow a course suited to his own needs and not those of the group. We on the paper support this view and it is because of this that we can only condemn the buying and selling of term papers to satisfy course requirements.

Whatever we may think of term papers, the buying of them to satisfy certain course requirements involves more than passing any course. In effect it is a cheapening of the self. If education is communication, if it is personal responsibility, if it is an individual matter and if it is supposed to be a process that can only be measured in a personal way, then anything which would destroy communication, diminish personal responsibility, and remove education from the personal sphere would in effect destroy all education.

It is our feeling that buying professional term papers and using them as an example of one's individual achievement is one of the most sure ways to destroy education. Why spend \$1,500.00 a year in tuition and put in four years of sweat only to destroy those four years and put your name on a product that is in no way yours.

The worst crime anyone can commit is the one of hypocrisy. It is a crime that makes a person less of a person and destroys the possibility of any individual communication.

If this school or any school is built upon one thing it is the assumption that it can deal with people who are not afraid to be themselves. Putting a name on a product that in no way reflects any personal involvement is just plain hypocrisy and cowardice.

Since this paper is supposed to provide a service to the college community, whatever that service may be and however it may be defined, it cannot contribute to the destruction of education. It is for this reason that this paper refuses to solicit and print any ads from those companies which sell term papers for a business. Printing such ads would be the same as taking your money to pay for the destruction of the very thing for which you came to Loyola-education. We cannot and will not destroy that for anyone.

THE GREYHOUND

The views expressed herein are those of the authors, not of the faculty, administration or student body. The Greyhound is the official publication of the Loyola College student body.

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MODERATOR: Dr. Scheye

TO THE EDITOR'S DESK

(Ed's Note: The Greyhound solicits views from all segments of the college. All letters must be signed but may be printed anonymously. We reserve the right to edit all letters to fit the confines of space.)

Signs?

Dear Editor,

Have you ever tried to give directions, or explain where anything is on this campus? It usually ends up telling someone "go straight until you see...and then turn left until you get to a big building...and then bear to the right, no I mean left..." It can, at times, become somewhat burdensome. The address I use for Toad Coffee House is something like this: "between the tennis courts and athletic field, behind the library, next to the faculty house, off Cold Spring Lane, 1/2 block from Millbrook Rd going west, 1 block from Charles St. going East." And then last night I tried to give someone on Charles St. directions to the Green House.

Anyway, to make things a whole lot easier, I propose that we name the streets on Loyola campus. It might be fun coming up with names plus it would be a lot more convenient for everyone.

Mariale Melanson

Deplorable!

Dear Sir,

As juniors at Loyola College, we feel it our duty to comment upon the deplorable men's intramural program offered by the athletic department. The present program is ill-staffed, poorly organized and virtually ignored by the department. It seems those in charge rate the priorities of the organized teams above those of the average students. At Loyola, if one is not a team-member, one must either resort to poorly-organized intramurals or trek to the local "Y".

In order to combat this situation, we here-by propose:

1. the immediate acquisition of a full-time intramural director by September, 1972;
2. the immediate re-instatement of two activity periods per week, to allow for conflict-free intramural games;
3. the immediate replacement of "one-hand-touch-football" with flag football, to prevent Loyola's annual pathetic performance at the Marathon Games;
4. the immediate installment of men's volleyball intramurals;
5. the immediate creation of an "A" and "B" basketball intramural program, to allow each interested student the opportunity to participate; and finally
6. the immediate re-organization of the softball intramurals, allowing for more than a one game elimination system.

We realize that the athletic facilities of Loyola are limited, but we feel that with careful planning and thoughtful organization all the above proposals can become a reality by September, 1972.

John Ceriale
Tim McQuay
Class '73

Atmosphere

It is obvious that the social atmosphere of Loyola College must be improved. However, it is difficult to visualize a program of events which could remedy the general boredom. Therefore, I invite any student or any group of students to contact John Ceriale or myself concerning your ideas and suggestions for an improved social atmosphere at Loyola. I also invite any interested student to become a member of the social committee. The social situation of Loyola can change if you take the time to offer your ideas and your assistance.

The social committee will be working out of rm. 205 upstairs in the Student Union building. Stop in.

Tim McQuay
Chairman-Social Committee

Dear Sir,

If you can yodel under water, read poetry or play an "Old fashioned Love Song" or an old-fashioned dulcimer, we would like to hear from you. On Saturday, April 22, the Class of 1973 is calling on you to be a part of Loyola College's first annual "Talent-Variety Show."

It is an attempt at something totally new and refreshing here at Loyola. It is a chance for students, faculty and administrators to come together strictly on a fun basis. If some trace of talent hides within you, it is an opportunity to have it "modestly" exhibited.

The Class of 1973 is asking you to help make this function a huge success. All we ask for is a small part of your time and cooperation. All talent is welcome.

If you are interested and feel like giving this affair a chance kindly leave your name and your particular talent "specialty" with either Christ Olert or Ron LaMartina in care of the Student Personnel Office. Details will quickly be distributed to you regarding the actual set-up of the event.

We are looking forward to hearing from you.

Ron Lamartina
Pres., Class '73

X.C.E.L.L. Cures Drugs

By Bob Smith

For narcotic addicts, there is emerging a new type of program which enables the addict to become cured through drug-free treatment and group therapy. The emphasis of this new program is placed on helping the individual develop community interests through drug-free therapy. One such program is X.-C.E.L.L. (Community Encounter to Liberate Life), located at 812 North Broadway, with a branch at 2130 East Baltimore Street.

George Shuster, a Loyola student now on the advisory staff at X.-C.E.L.L., has stated that "in therapeutic communities, there is a noticeable lack of professional services available because, like Alcoholics Anonymous, it is a self-help program." The self-help concept means that the addict helps himself and that he is helped by other addicts.

The staff at X.-C.E.L.L. is also composed of a priest, a criminal lawyer, a psychiatrist and a community relations worker, so that major areas of law, psychology and community are coordinated with and worked into the program. "The staff is to the eighteen residents," George pointed out, "as the parent is to the child." The staff sets rules and guidelines for fundamental community relationships and enforces them accordingly.

The most important part of the program is the "Encounter." It is a "three-times-a-week therapy group in which a person may express his feelings freely." The program, after the Encounter, consists

mainly of various groups, classes and meetings where problems are discussed and worked out. Each participant in the program gradually learns how to become "responsibly concerned for the community."

A person qualifies for graduation if he has the equivalence of a high school diploma and is assured of at least a part-time job. The program lasts from nine to eighteen months. About fifty percent of the people enrolled leave before they graduate, either because they are dissatisfied, or because they need medical attention.

There are three positive aspects of this type of program: it refutes the accepted notion of "once an addict, always an addict," a person entering the program comes out changed, knowing that his habit can be broken; and, finally, those involved in treatment get a chance to speak at various schools and community groups on drug problems.

X.-C.E.L.L. is funded by the Drug Abuse Administration of the State of Maryland and hopes to expand its facilities this year.

Angelastro

keep the present rates at the same level as those of other local college bookstores.

To implement this plan, Student Government President Frank Angelastro will create a "Student Task Force" to check the prices of other bookstores and report to Mr. Melanson any discrepancies.

Committee on Undergraduate Studies

ROTC Course To Fill Requirement

By Howard Simkin

A committee has been appointed by Dr. Francis McGuire, Dean of Studies, to investigate the question of whether the military science course of the senior year, along with some history courses, might be allowed to fulfill a social science core requirement.

The committee was ap-

pointed after much debate upon a proposal that, if passed, would alleviate the problem that some science majors have with regard to taking ROTC in their senior year. If a student is major in some science fields and he takes ROTC, it must be taken as an overload.

After hearing both sides pro and con, Dean McGuire appointed a sub-committee which is to report to the Committee

on Undergraduate Studies at their April 11 meeting.

Activity Period Revived

Tentative approval for an activity period has been given by the CUS. It will extend from 11:55 a.m. to 12:50 p.m. on Tuesdays and Thursdays. It is hoped that the adoption of an activity period will resuscitate intramural activities.



College Committee discusses course futures



Security Department's Sgt. Carter

Cops Project New Image

by Michael Gavin

Mr. Jerome Moerschbacher, Assistant Dean of Students, has announced that the officers of the campus security patrol have completed a training course in procedures and methods designed for campus patrolmen. The purpose of the training program, according to the Assistant Dean was to upgrade the quality of campus security in order to give the patrolmen more confidence in performing their duties and to make the college community more aware of their capability on campus. Sergeant Vernon Carter, director of the Security Office, said that the training would help to project the image of the campus patrolmen as a professional security officer, rather than a "night watchman", a view which is prevalent on many campuses.

Security Techniques Taught
Sergeant Carter said that the

patrolmen were given twelve hours of classroom instruction in certain topics concerning security. These topics included patrol techniques, prowler and burglary prevention and proper use of security equipment. The course was taught by George Hasson, former captain of the Northern Police District of Baltimore, during December. To supplement this training, the patrolmen will take review courses every six months.

In addition of the course on campus security, Mr. Moerschbacher said that after ninety days on the security patrol, an officer would be eligible for commissioning as a special officer by the Maryland State Police.

Security Association Formed

In November of last year, the Security Office at Loyola, in conjunction with several area colleges, formed the Maryland College Campus Security Association. The purpose of this association is to upgrade the quality of campus security programs of area schools by means of better personnel training and by more communication between colleges to develop improved security procedures.

Students Tested for TB

by Jacqui Bradley

On March 20 and 22, in the Loyola Gymnasium, the Baltimore City Health Department, with the aid of Loyola's Health Service, headed by Jean Lombardi; the Department of Personnel, under Mrs. Mary Maener; and junior Barbara Nazelrod, administered the Mantoux Intradermal Tuberculin Test.

This test is part of the Tuberculosis Prevention Program, which was initiated for the purpose of checking tuberculosis in Baltimore, where the incidence rate is second in the nation. This diagnostic skin test is fast and painless. It is offered to anyone over 18 years of age for no charge. A chest X-ray follows the skin test for a more in-depth test.

The Tuberculosis Prevention Program presented Loyola with the opportunity to interact with community organizations.

The Plan: Three Views

by Gregory Stephenson

MR. MCNIERNEY

Mr. Stephen McNierney, Academic Vice President and member of the College Council, emphasized the "process" of planning rather than the specific content. He asked the dramatic change that has occurred at Loyola in the past five years, most of which was unplanned.

"Continual revision and updating, is necessary and important," he explained, "but more important is that the college is moving within a planning mode. McNierney stated that the plan will enable Loyola to take its 'rightful place as the private institution of higher education in Maryland.'"

Mr. McNierney commented that a minimization of requirements as suggested by Mr. Wolfe would not get the results that Mr. Wolfe thinks. He also remarked that the graduate schools and the pre-professional programs are "terribly important." They offer real, tangible evidence of benefits." Mr. McNierney's only question concerning a business school is, "Does it fracture the unity of what is now a cohesive school?"

MR. CUNNINGHAM

A member of the Philosophy Department and the College Council, Mr. Frank Cunningham, said "we are unclear about what Liberal Arts at Loyola means. This problem

is due to the inflation of words, using certain words until they are vacuous." "I'm in favor of some other core requirements," he explained. "I think that the high schools from which we get out applicants are doing such a rotten job of educating students that the college must give them a core of knowledge that is their Western heritage." "The Liberal Arts," he said, "take it to be the art of liberating, because it is only knowing where I come from that I can make any meaningful statement."

Mr. Cunningham, when asked about the value of student ideas, remarked that, "One of the things that should be taken seriously and hasn't," is the faculty are here as experts...in their field and as teachers. My idea of teacher, is teacher as Magister...a teacher ought to be a genuinely wise man." "If this occurs," he explained, "there is a sense in which the student must submit to him, saying 'this is a man to whom I commit myself because he knows how to live.'"

FR. SALMON

In a brief interview with Fr. James Salmon, of the Chemistry department and the college council, he stressed that his remarks are his own as an individual faculty member. Fr. Salmon then spoke about his concept of a Jesuit vision,



Fr. Salmon discusses Five-year Plan

Faculty Discusses Topics

by Michael Goode

At 1:30 p.m., March 22, the Faculty Affairs Committee held a meeting in the Seminar Room of Early House. The agenda called for five topics to be discussed: (1) a report on the use of student evaluation questionnaires (2) recommendations regarding the date of election of members to the Board of Rank and Tenure (3) a recommendation on the

question of free tuition for sons and daughters of deceased faculty members (4) recommendations on guidelines for granting the status of Emeritus (5) two proposals submitted by Sister Mary Judith, RSM, which were: (a) consideration of the revival of Faculty affairs (b) consideration of the role of the Faculty Affairs Committee with respect to overall faculty

development.

Two Subcommittees Formed

Nothing definite came from the meeting, although two subcommittees from the Board were formed. One is to evaluate the date given by the different departmental chairmen concerning the Student Evaluation of instructors, while the other is to look into the possibility of granting Emeritus status to professors. At present, Loyola has no set policy concerning the matter. Recommendations are on the table and still need to be submitted in writing.

No Definite Recommendations

The Committee plans to invite Sister Judith to explain her views at the next meeting. The general feeling was that her proposals could be better understood and evaluated if she were present in person. The question of free tuition for children of deceased faculty members was only discussed, and no definite recommendations were put on paper. Finally, concerning the elections of members to the Board of Rank and Tenure, the Committee noted that the elections were held before the business of the Board was completed, so that the question of lame duck members had to be resolved.

and concerning the elections of members to the Board of Rank and Tenure, the Committee noted that the elections were held before the business of the Board was completed, so that the question of lame duck members had to be resolved.

The Faculty Affairs Committee has eight members: Dr. Edward Doehler, Chairman, Mr. Francis Cunningham, Sr. Helen Christensen, RSM, Dr. Henry Butcher, Mr. Peter Leffman, Dr. Hans Mair and Mrs. Beatrice Sarlos.



Dr. Gilbert Clapperton

Psychology Dept. Increases In Favor

by Chris Olert

Psychology is enjoying increased popularity, and the four year old Psychology Department here at Loyola attests to this popularism. A department, which, as recently as four years ago was a branch of the Education Department, now stands on its own two feet with five full-time, and two part-time, faculty members. The department, headquartered in the Dell Building, is headed by Dr. David Crough. Other full-time faculty members are Dr. Gilbert Clapperton, Mr. William Doyle, Dr. Greg Helweg, and Dr. Alan Pletkin. Dr. Terence Campbell and Dr. Harvey Rapp are the part-time faculty rounding out the staff of Psychology professors. Miss Linda Girshin is the secretary charged with keeping the Psychology Department on an even keel. (Her duties include watching over the Education

Department too.)

179 Undergraduate Majors

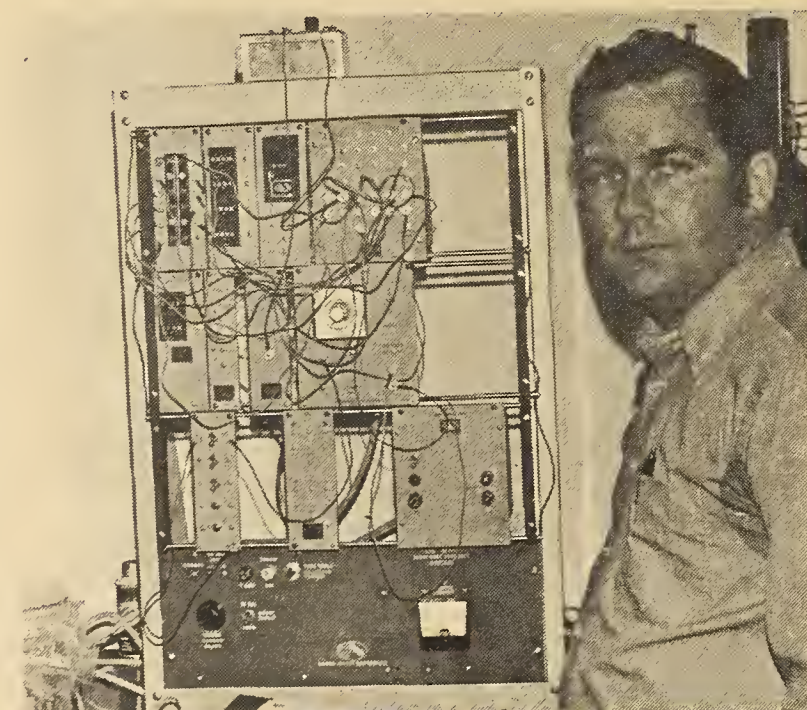
The department has 68 majors from the Freshman and Sophomore classes, 47 from the Junior and Senior classes. There are 64 psych majors in the Evening College and 81 in the Graduate Division.

Branch of Education Dept.

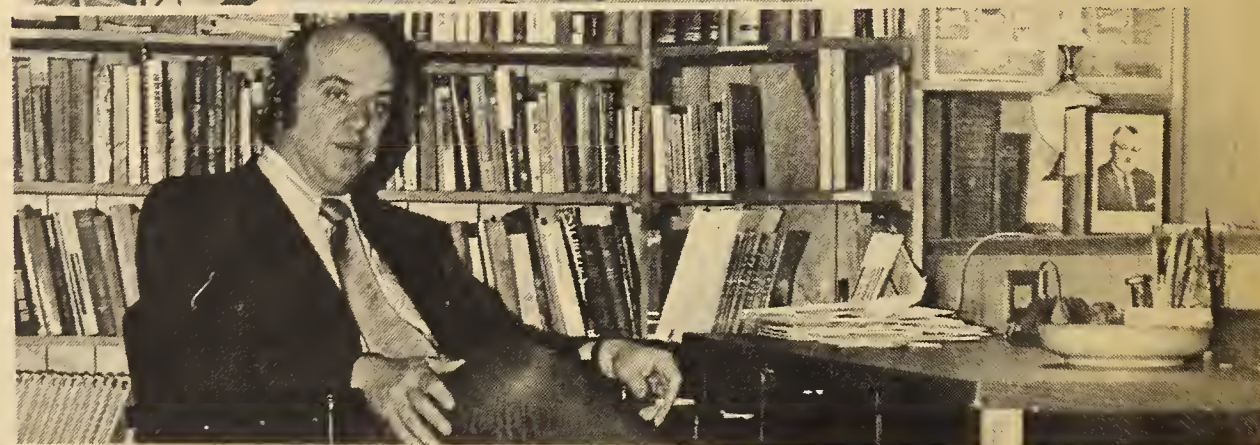
Dr. Albert Grau, S.J., Director of the three year-old summed up the history of the Psychology Department. Originally, it was a branch of the Education Department. Mount Saint Agnes had its own Psychology Department and when the agreement was made two years ago to cooperate with the Mount, classes were shared by psych majors from both schools. In 1970 when Dr. Clapperton came to Evergreen, the decision to initiate an independent department was made.

"Inner Space", the Great Challenge

Father Grau further noted that psychology has always been a popular subject, and many things have happened in the last few years with the proper use of psychology to strengthen its acceptance. That industry is becoming more humane is one of psychology's "proper uses" cited by Fr. Grau. "Inner space is the greatest challenge," said the Counseling Center's Director, and he ended by commenting that the problems facing them are those of a "person-oriented rather than an object-oriented" milieu.



Top Picture-Dr. David Crough



Bottom Picture-Fr. Penn of the Counseling Center.

Rally Presses On

By Skippy Schurtz

Beginning on Tuesday, March 21st through Easter Sunday, there is a pilgrimage for "peace, justice, freedom, and human dignity" to Harrisburg, Pennsylvania. The student contingent from Loyola participating in the pilgrimage is spearheaded by Stephen Strausbaugh, a junior here at Loyola. Loyola's activities, during these two weeks of consciousness-raising and demonstration of concern about some of the urgent problems facing America and the world, have been co-ordinated under the direction of Sr. Jeremy and Fr. Ahern of the Office of Campus Ministries.

On Wednesday afternoon, March 22nd, a carload of Loyola students, undeterred by the inclement weather of the day, joined the march from the Maryland Courthouse to the Maryland State Penitentiary here in Baltimore. The purpose of this march was to demonstrate the urgent need for prison reforms.

On Palm Sunday, March 26th, Mike Stierls and several Loyola students drove up to Harrisburg for the day's activities which included a concert by Peter Yarrow of Peter, Paul, and Mary. They were forced by academic commitments to return the same day, but plan to return to Harrisburg later on in the week to participate further in the Holy Week activities.

Commenting on the Harrisburg Conspiracy Trial and his reason for involvement in the Holy-Week activities, Charles Murphy, a Loyola freshman, remarked: "The Trial's a symbol; they may be guilty, and if they are, that is a whole other story. But the Trial is a symbol of the whole peace movement. This whole thing is multi-faceted; it is primarily about the war and things stemming from the war such as inflation, and it is like a consciousness-raising thing too. It is just that the Harrisburg defendants have tried to say 'no' to injustice, etc."

Loyola representatives plan to continue their involvement in Harrisburg after the termination of classes today have resulted in the drawing up of the following transportation schedule:

1) Wednesday, March 28th-Stephen Strausbaugh will drive a group up to Harrisburg; he will remain until Easter Sunday evening.

2) Friday, March 30th-Fr. Ahern or Sr. Jeremy will drive a group up, returning the same evening.

3) Saturday, March 31st-Fr. Ahern or Sr. Jeremy will drive a group up, returning the same evening.

Any students interested in going to Harrisburg during Holy Week are urged to contact either Fr. Ahern or Sr. Jeremy in the Office of Campus Ministries.

Lecture On NATO Power Is Planned

by Howard Simkin

"NATO and the changing Balance of Power in Europe," will be the subject of a lecture by Dr. William R. Kintner in Cohn Hall on March 28 at 3 p.m.

This lecture will present a novel viewpoint both of the U.S. presence in NATO and of NATO's dealing with the Soviet Union. One of the topics of discussion will be whether or not U.S. troop strength is at proper levels.

Dr. Kintner is the Director of the Foreign Policy Research Institute, which has its headquarters in Philadelphia. He also serves as a Professor of Political Science at the University of Pennsylvania.

A specialist in European affairs, Dr. Kintner has lectured at some twenty-three educational institutions, among which are the Army War College and its Navy and Air Force counterparts. He is also the author of some twelve

books that deal primarily with the balance of power in Europe from a Political-military angle.

The Loyola College community is invited to attend. All ROTC cadets are required to attend. Admission is free.

Soph. Council

(Continued from Page 1)

the lounge open from 10 a.m. to midnight on weekdays and 10 a.m. to 2 a.m. on weekends. The girls at Hammerman, while generally favoring the proposal, announced at a dorm meeting their preference for a 10 p.m. closing time so they could maintain their privacy at night. They also expressed concern about security should the lounge remain open after 10 p.m. Miss Fay's proposal, however, calls for only one entrance from the patio to be open. All other doors leading from the lounge to the rest of the building would be locked.

"Our Mission Is To Educate Selfless And Sensitive Leaders"

(Printed below is the entire text of the Address given at the Maryland Day commemorative exercises on Thursday, March 23, 1972, by the Rev. Joseph A. Sellinger, S. J., President of Loyola College)

Decide On Purpose

Just this week, President Paul Reinert of Saint Louis University has published his plan for surviving the financial crisis in private higher education. He calls his book, *TO TURN THE TIDE*, and offers all of us some very wise and practical advice about how we must go about setting our houses in order. At the head of his list of recommendations, he writes: "The school must decide upon its purpose and get back to it. The problem has to be solved philosophically if it is to be solved financially."

I thought of Father Reinert's prescription as I read the Five Year Plan forwarded to me earlier this week by your representatives on the College Council. This is a plan of philosophy and of purpose. I am sure that few committees in the history of higher education have been able to agree on so wide-ranging a statement of goals and objectives in so short a time. I cannot recall a statement, no matter how long in preparation, which seems to me at once so comprehensive and so practical, so ambitious and yet so specific. I am very grateful to all of you for your contributions to this impressive document, and especially to the members of the College Council, who have given so many hours to its formulation.

Five Year Plan To Trustees

I intend to present the entire plan, as you have written it, to the Board of Trustees with my endorsement. I think you have crystallized our purpose for the next five years, and we should get on with it. I think you have outlined a philosophy worthy of our traditions, ourselves, and the communities we serve. I think you have identified goals and objectives which, if well and faithfully pursued, will make Loyola College distinctive, even special.

You propose that we be a Jesuit college, in collaboration with the Sisters of Mercy. It is this that I would like to discuss with you this afternoon. The recapturing and revitalizing of two great religious and educational traditions is no small goal, even to understand. Like most of you, I have been pondering just what this might mean to all of us—students and faculty, religious and lay, Catholic and non-Catholic. If I offer my tentative interpretation this afternoon, it is not because I consider myself any better interpreter than my Jesuit colleagues, you Sisters of Mercy, or you lay men and women of differing religious beliefs. We are all inheritors of these traditions by our association with this college. Many of you have contributed far more than I to the life of these traditions among us, and all of us share the responsibility of making the great riches of these traditions alive and available for each other and for our students. I speak as one among you, and enlist your response to enrich my thinking.



Jesuit College

What does it mean to be a Jesuit college? The Council has spoken of numbers of Jesuits and our relationships with other Jesuit communities, and wisely so. **YET ALL OF US AGREE THAT WE ARE SEEKING THE PRESENCE OF A TRADITION, AND NOT OF NUMBERS OR THE MECHANICS OF CONTROL. WE ARE SPEAKING OF A GREAT SPIRITUAL TRADITION WHICH HAS, OVER THE CENTURIES, ISSUED IN A DISTINCTIVE PHILOSOPHY, EVEN STYLE, OF EDUCATION.**

I cannot discourse to you here on the riches of the Jesuit Constitutions and the Spiritual Exercises of Saint Ignatius. I think you know enough of the Ignatian spirit to realize that he affirmed the world as essentially dramatic, a real and earnest struggle between the dynamism of good and the inertia of evil, ignorance and indifference. He urged his followers to confront the strong and saving truths of the gospels, not as contemplative truths merely, and certainly not as avenues of escape from this world, but as the personal call of a Redeemer out to redeem the world. **IGNATIUS CALLED US TO METANOIA, A RADICAL AND INTENSELY PERSONAL TURNING FROM OUR PREOCCUPATIONS WITH OURSELVES, TO AN UTTER AND SELFLESS AND TIRELESS DEDICATION TO THE GOOD OF OTHERS AND THE TRANSFORMATION OF THE WORLD.**

Because Ignatius cared so much about the world, he was concerned about influence. **HE WANTED HIS FOLLOWERS TO GIVE A DAMN AND TO MAKE A DIFFERENCE.** He patiently taught us indifference, or detachment, so that we would be free for action, and not afraid to take risks. He urges us to "more, always more" because the world will not be saved by mediocrity. He wanted us contemplatives, because the man who loses his moorings is of no use to anyone, but he wanted us contemplatives in action, because the affairs of men are real, and their outcome, for better or worse, is not preordained or guaranteed. Ignatius spoke of the **INSIGNIS**, the man or woman who is a sign to others in singleness or purpose, generosity and effectiveness. In all things, he taught discipline, not negatively for discipline's sake, but because God's love and the world's need alike require tireless and effective servants.

Distinctive Style Of Education

I think it fair to say that the followers of Ignatius have built upon this spirituality a philosophy and style of education which qualifies as distinctive, even special. In Europe, we were known for educating the leaders of nations. Here in America, where the need of the Catholic population was different, we have applied another Ignatian principle, adaptability, and fashioned educational institutions which would prepare an essentially immigrant and minority population to enter the mainstream of national life.

Think of the Jesuit college of twenty or thirty years ago. There was a very heavy concentration on philosophy, and especially on ethics, as the basis for a well regulated life in a well regulated society. There was a unity and a rigorous discipline, which we today might consider external, but which were all-pervasive. Religious exercises were compulsory. A certain standard of dress was compulsory, as was participation in certain extra-curricular activities. There was exacting attention to logic and rhetoric, a great deal of debating, dramatics and public speaking. There were continual and quite unabashed competitions for grades, medals and a host of special awards.

Students Of All Faiths; No Faith

Today, most of these externals are gone, and appropriately so. But they were real in their time and testified to a definite philosophy of education. Jesuit colleges were not for everyone, and they were certainly not content with graduating liberally educated men and women. Do not think, because of their uniformity and very pronounced religious atmosphere, that they were interested in proselytizing rather than educating. **IT HAS ALWAYS BEEN A DISTINCTIVE TRAIT OF JESUIT INSTITUTIONS IN THIS COUNTRY THAT STUDENTS OF OTHER FAITHS, AND NO FAITH, HAVE CHOSEN TO COME TO THEM AND HAVE FELT COMFORTABLE WITHIN THEM.** Here at our own college, the very first class in eighteen hundred and fifty-three numbered students of other faiths.

No, Jesuit institutions have always recognized the difference between classroom and pulpit. Yet, they have never been content to offer a good education, or even a superior education in the ordinary sense. I think the externals of years ago remind us that the Jesuit philosophy of education has always been to demand something more of students. It has always been to prepare **INSIGNES**, men and women of influence, who will make a difference for good, however exalted or humble their chosen walk of life.

Stripping away the externals—as we must do if we are to be faithfully Jesuit today—I think it fair to say that **JESUIT EDUCATION IS FUNDAMENTALLY AN ELITIST EDUCATION.** I realize that elitism is a word out of favor today, and with some justification, since we have all experienced the hideous consequences of the elitism of power, of wealth, and even of intellect. But elitist we have been, and I think elitist we should remain, so long as we recognize that our deepest tradition forbids us to honor the elitisms of this world. Our educational mission, if we are to be Jesuit, is not to everyone. Neither is it to the rich, nor to the powerful, not to the academically gifted and well prepared. **OUR MISSION IS TO THE INSIGNES, TO YOUNG MEN AND WOMEN WHOSE MOTIVATION AND COMMITMENT IMPEL THEM TO THE EFFORT AND DISCIPLINE WHICH WILL PREPARE THEM TO INFLUENCE TOMORROW.**

Jesuit education is elitist because it is preoccupied with the leaders who will play substantive roles in the closing decades of this century and the beginning of the next. The challenge your goal sets before us is to work out a style and a substance here at Loyola which will both attract and equip the leaders of tomorrow. Surely this is no modest task. It requires no wit to see that the demands of leadership today are quite different from the demands of twenty or even ten years ago. We may expect the demands of ten or twenty years hence to be quite different again. How shall we shape ourselves during the next five years, so that we will be true to our past by preparing for the imperatives of the future?

Sisters Of Mercy

I hope it is not artificial to say that my own response to this challenge has been influenced by another great spiritual and educational tradition which is now an important part of Loyola, that of the Sisters of Mercy. I have claimed no privilege for my interpretation of the Jesuit tradition; still less do I do so for these thoughts about what it might mean to us to be associated with the Sisters of Mercy. Like you, however, I have begun to appreciate this tradition as I see it lived around me.



ONE OF THE SISTERS SUMMARIZED THE MOST BASIC MISSION OF HER COMMUNITY AS "SERVICE TO THE POOR, THE WEAK AND THE WOUNDED." She told me that this was the vision of Mother McAuley, who responded to the needs of her time by establishing hospitals, special schools, home for unwed mothers and the like. She told me that Mercy communities today are looking at society from out of the same vision, and responding to new needs with new initiatives. She said that the first step in recapturing the Mercy vision for today is to recognize that we live in a society in which we are all, in different ways, a part of the poor, the weak and the wounded.

Value Of The Person

SHE DID NOT HAVE TO TELL ME THAT THERE IS SOMETHING SPECIAL ABOUT THE STYLE OF THE SISTERS OF MERCY. WE HAVE ALL BEEN THE BENEFICIARIES OF A SPECIAL WARMTH AND JOY AND ZEST FOR LIFE AND PEOPLE. I think we have all begun to see that there is something special about a dedication to service which is based on a deep and total appreciation of the value of every human person, no matter how old, no matter how unattractive, no matter how limited or even deformed. However the tradition of these women is to be characterized, it must be the exact antithesis of bureaucracy, depersonalization and routine. If Ignatius awakened his followers to the world and its drama, Mother McAuley must have awakened hers to people and their tragedies.

Service To People Essential

The more I reflect on the essentials of leadership, the more these two spiritual and educational traditions come together in my mind. The essential of leadership is service. If our religious traditions have not taught us this, the tragedies of our time most surely have. Today's leader, whatever his field, must be the servant of others, or he will be a monster. The awesome capacity of our knowledge and technology, not only for destruction, but for the manipulation of life and mind and soul, teach humility and selflessness, or they destroy. I remember a BBC television program taped the night after President Kennedy's assassination. "Power corrupts," the actor said, "But absolute power purifies." "Not always," we would reply, "but the powers which go with leadership today demand a very special kind of leader."

PERHAPS IT IS TRULY THE CRISIS OF OUR TIME THAT SO MANY THINGS IN OUR SOCIETY CONSPIRE AGAINST THE SENSE OF SERVICE, AND ESPECIALLY OF RESPONSIBILITY, THAT LEADERSHIP NOW AND IN THE FUTURE WILL REQUIRE. We have all experienced the appalling irresponsibility which flourishes in a society grown too large, too complicated, too specialized, too bureaucratized, and possibly even too affluent. Fewer and fewer among us count ourselves personally responsible for anything. More and more of us are willing to walk away from a job half done or poorly done because we cannot see that doing it well makes any difference. All of us-including our young people, for all their idealism-are so bemused by self-fulfillment and our own problems that we are blind to opportunities of service, and unwilling to accept positions of leadership.

Educate Leaders

Thus do both our traditions and our times challenge us to be special. OUR MISSION IS TO EDUCATE LEADERS WHO ARE AS SELFLESS AND SENSITIVE AS THEY ARE ABLE AND EFFECTIVE. As we continue our planning for the next five years, and the next fifty, let us subject every proposal to this test: "How does this contribute to the education of leaders who are at once INSIGNES and servants of the poor, the weak and the wounded?"

Superior Quality

From this perspective, I believe the proposed Five Year Plan comes sharply into focus. LOYOLA MUST BE DISTINCTIVE FOR THE SUPERIOR QUALITY OF ITS EDUCATIONAL PROGRAMS. We cannot educate leaders without imposing upon them superior intellectual demands, and without imposing upon ourselves a scholarship of a very high order. We cannot resolve the tension between a broad, liberal education and the specialization of professional preparation. Tomorrow's leader will surely need them both.

Neither can we content ourselves that the legitimate thrust of the College is the undergraduate, liberal arts core, and that our professional and graduate programs are mere concessions to economic imperatives. If our central mission is the education of leaders, then all of these programs are important to us.



"If We Are To Educate Students To Change The World, We Must Constantly Change Our Institution, Which Means That We Must Change Ourselves."

Concern For Values

Above all, we must concern ourselves with values. The world is not wanting for bright men and women, nor even for well-educated ones. The world is wanting for young men and women sophisticated enough to appreciate many points of view, but concerned enough to commit themselves effectively to one of them. We are special because we ask more than intellectual growth, cultural maturing and professional accomplishment. We ask of our students METANOIA, that radical conversion from selfish concerns, however legitimate, to the selfless and unreserved service of others.

I know, and I ask each of you to ponder, how fine is the line between this mission of ours and arrogance. Imperialism, whether of mind or spirit, has too often been elitism's hidden face. But it would be a final treason for us to turn from our mission because of the risks we see there. We can save ourselves if we will see that in asking METANOIA of our students, we are demanding it in ourselves and in our college. We dare not stand before our students and ask them to liberate themselves from their prejudices and to detach themselves from their comfortable value systems, if we are unwilling to do the same ourselves, and to demand that this college do the same. We cannot challenge our students and remain routine ourselves. We will fail in our mission to the extent that we are not radically selfless people ourselves, detached even from our own insights and accomplishments.

It is not enough for us to say that we are special because we exhibit our own values and convictions to our students within a private institution which values values. It is the final arrogance of higher education to encourage students to trade the inadequate and uncritical values of their home and neighborhood for the inadequate and uncritical values which appeal to each of us. If our traditions impel us to ask more of our students than mere intellectual activity demands, then we must, each and all of us, turn to those traditions daily for the criticisms they level at us. We must acknowledge that our own ideas, our own values, and even our own styles, are also liable to correction and enrichment from the wealth of traditions which we sustain, and which ought to sustain us, not individually, but corporately.

So in the end, the only thing that can make an institution special is people. We are ourselves called to be INSIGNES, signs, not of any insights of our own, but of a heritage we keep alive for each other and which each of us uniquely represents.

Personal, Professional Development

This is why I am convinced that the first practical imperative of your plan is an intensive and comprehensive program of personal and professional development for each of us. IF WE ARE TO EDUCATE STUDENTS TO CHANGE THE WORLD, WE MUST CONSTANTLY CHANGE OUR INSTITUTION, WHICH MEANS THAT WE MUST CHANGE OURSELVES. With the approval of our trustees, I shall be instituting programs and altering administrative responsibilities to insure that our own METANOIA has the first priority for the next five years.

If anything I have said about our Jesuit tradition and that of the Sisters of Mercy has any merit, I shall be calling on both of these religious communities to take the initiative in programs which will open us all to the riches of our common spiritual and educational heritage. I shall count, as I have always counted, on all of you to find effective ways through which we can all learn from each other, not only as professionals, but as persons.

Communication

I shall also be working, and welcoming suggestions from you, to find new and more effective ways for us to communicate with each other, to learn from each other, and to make decisions together. Bureaucracy, insensitivity and role-playing are our common enemy. They keep us from our students, from each other, and from the special educational mission to which we are called. I ask you all to help me build a new and better unity, even than that which marked our institution in the past. This is a corporate enterprise upon which we embark for the next five years, and all of us - students, faculty administrators and trustees - will have to learn anew how to learn from each other.

I cannot give you now my own blueprint for how large we should become in the next five years, or how diverse, or how organized, or how many new facilities of what type we shall need to acquire, or how all this is to be funded. I agree with Father Reinert that our first problem is neither financial nor organizational. It is philosophical, a matter of deciding upon our purposes and getting back to them.

A Special College Means A Special People

I believe with you that we can be a very special college during the next five years. I wanted to tell you today that I do not believe that this will be primarily a matter of programs, policies, standards or regulations, but of people. Ours is a priceless past and a splendid mission. It is up to us - all of us together - to prove ourselves worthy of both during the five years which lie ahead.

Volunteers Needed for "Hot Line for Youth"

Hot Line for Youth is a telephone answering service geared toward young people in the Baltimore Metropolitan area. It was established by a group of professionals whose goal is to help troubled youths before they become youths in trouble.

Hot Line is based on the premise that the majority of young people who are abusing drugs, or are suffering from a variety of "inner conflicts", do not seek professional counseling or medical attention on their own. Too often, they seek solace from their friends who either share similar problems themselves, or are ill-equipped to provide remedial attention.

Hot Line is not intended as a panacea for all the problems of our young people, but rather as a form of "crisis interruption". This service is designed as a peer-group resource whereby an understanding, sympathetic, yet objective "listener" is as immediately available as the nearest phone. Perhaps one of the most advantageous aspects of this program is its total respect for the anonymity of the caller.

The approach utilized is not one which assumes traditional professional psychotherapeutic counseling, but rather that of "creative listening" and a sensitive awareness

of the problems of young people. In addition, the volunteers will have at their disposal a wealth of referral sources for those callers who are in need of personal attention but don't know where to turn.

There are Hot Lines in all major cities and many smaller cities across the country. These Hot Lines successfully fill a critical need. For more than a year Hot Line for Youth has been answering the phones and meeting the needs in the Baltimore area. Hot Line for Youth is backed by an Advisory Board consisting of medical doctors, psychologists, psychiatrists, lawyers, nurses, social workers, pharmacists, etc.

We feel confident that with the professional and non-professional training and instruction our volunteers receive, our program serves many of the vital needs of our young people who are begging to be heard and pleading for direction.

If you are interested in volunteering to answer the phones, simply ask for an application by writing to: Hot Line for Youth, P. O. Box 5959, Baltimore, Maryland 21208 or by calling Hot Line 265-7490.

Upon receipt of your application, you will be contacted by phone concerning the screening process.



Sister Kenneth assumes her best Irish brogue while preparing to perform with her Irish cohorts on Saint Patrick's Day.

"Rap Sessions" on Sex Scheduled

After the Easter vacation, the Office of Campus Ministries will sponsor three Wednesday night rap sessions on human sexuality. They will be held on April 19, 27 and May 3, in one of the dormitory lounges. Professor A. W. Richard Sipe of the Loyola Counseling Center and the Psychology Department will lead the discussions. He has served as Executive Director of St. John's Institute for Mental Health. At the present time, he is teaching a course on human sexuality here at Loyola. This course was of-

fered during the first semester and was so well received that it was offered again during the current semester. It was also due primarily to Mr. Sipe that the panel on venereal disease, its symptoms, consequences and cure was held at Hammerman Lounge on March 8.

Father Eugene Ahern of the Office of Campus Ministries expressed the reasons why his office is sponsoring these rap sessions. Father said, "Few aspects of our lives affect us so palpably. Yet there is so little discussion on a profound level of the meaning of our sexuality. Professor Sipe's course is one of the few courses on this campus devoted to this most important question. We have courses on all kinds of things, many of which have little relation to our day-to-day life, but there is a curtain of silence around our human sexuality. Many of our students have gained their theoretical knowledge of sexuality from popular

magazines and from clinically oriented popular books, but many know little about the context of human sexuality.

The recent controversy over parietals showed on what an external and superficial level we discuss sex. The meaning of sex and the consequences of what we may call an unreflective use of sex were not discussed. Recently, Dr. Bruce Thompson of Hopkins spoke here on human sexuality to fifty students. His talk, I felt, was too clinical, too factual. He avoided speaking of the context, the meaning of sexuality.

A recent article in Time magazine said that "what the kiss was in the fifties, intercourse is today." If this is true, and for many it is not true, does sex have any meaning? For this reason, I have asked Professor Sipe whose views on human sexuality and its development make an awful lot of sense to me, to lead these discussions."

Record Reviewed

by sb. smith

Malo, the name of both the group and their first album, is a rather poor imitation of Santana. This is due to Malo's leader's being Carlos Santana's younger brother Jorge. The lp is almost worth buying for the cover alone, a beautiful painting by Jesus Helguera of two majestic Aztec lovers. Unfortunately, the music within totally fails to live up to either the beauty or sensitivity of the painting. The group sounds like a mildly turned-on 1950's Desi Arnaz and at times almost exceeds the total lack of imagination which characterizes Santana 3. Malo greatly needs to be edited. Each of the six songs averages over seven minutes. Three minutes would have been more than long enough, and the ten man group is simply too large to keep out of each others way. The music is very crowded, and I heartily recommend you pass it up.

Terry Riley's A Rainbow In Curved Air is a superior album by any standards. Rainbow is a 19 minute musical fairy tale of the day when all wars ended and "national flags were sewn together into brightly colored

circus tents under which politicians were allowed to perform harmless theatrical games." It is also a fluid musical description of the different colors of a rainbow in curved air, of course. The instruments used are rocksichord, electric harpsichord, electric organ, dumbec and tambourine with Riley playing all of them himself. Side two is "Poppy Nogood's Phantom Band," a more evil tasting, discordant composition, whereas "Rainbow" is flowingly melodic and quite happy. Riley's earlier lp, In C, was an experimental piece in which 28 musicians were given the same musical score and allowed to begin whenever they wanted and play as fast or slow as they wished. It lasts about 45 minutes and is a beautiful study in hypnotic monotony. The piece will not work unless the listener relaxes enough to sink beneath the music's surface to the subtle cross currents below. Terry Riley is perhaps the most gifted 37 year old, electronic sounding, non-electronic composer recording today.

CLOCKWORK is Brutal, Beautiful



Alex (MALCOLM McDOWELL-right) confronts his droogs in the desolated flatblock lobby. Georgie (JAMES MARCUS-left) and Dim (WARREN CLARKE) dictate the new way. The scene is from Stanley Kubrick's new movie, "A CLOCKWORK ORANGE."

by Chris George

"As queer as a clockwork orange" is a London Cockney expression applied to anything deviating from the normal. Stanley Kubrick's Clockwork Orange depicts a society in which abnormality is a norm. Using a bagful of innovative tricks, Kubrick presents a future that is both repulsive and cinematically compelling.

At the center of the sick society is Alex, excellently portrayed by Malcolm McDowell (of If). Alex heads a gang of "droogs," sadistic youths who deal in "ultra-violence" and for whom a good time is "a super horror show."

The scene is which Alex rapes a woman is stylized, like most of the violent moments in this film. While he cuts the woman's clothes off, he soft shoe shuffles "Singing in the Rain." At the same time he aims occasional kicks into the stomach of her husband (bound on the floor, his mouth plastered with scotch tape).

The stark culture is exaggerated by Kubrick's use of a repetitive, frigid blue and flaring lights. The director's brazen innovation in making Alex dance during the rape parallels the beauty of the moon landing in 2001, where "The Blue Danube" is heard (a

less competent director would have used electronic music).

When Alex is caught and given treatment that makes him vomit each time he desires violence, we realize society is just as corrupt as he is. He is beaten to show his new aversion to violence, and an approving audience claps wildly.

Stanley Kubrick's new film shows a culture "as queer as a clockwork orange." This is a caricature of modern life, but not that far removed from present reality. It is at once shocking and engrossing, and it is a certain Academy Award winner.

Campus Ministries Corner

Officially spring has arrived, in spite of the confusion of Leap Year and the contradictory evidence of the Baltimore weather! But since our inner selves do not usually respond to the arbitrary time patterns, for many, spring will come only at the moment in this year when new life makes itself known. For some, this might come at the smell of the earth on the lacrosse field, the sight of flowers, the flight of a kite, or in thinking of the Five Year Plan for Loyola's life.

For a segment of our sisters and brothers behind bars in barren, dehumanizing American prisons, spring can never be celebrated, except perhaps through hope — if anything can lead them to hope. For another segment, spring cannot be celebrated because they have not the stimulus of flowers, of earth, of kites, of intellectual or spiritual input leading to dreams and hopes. These are our sisters and brothers in urban poverty. Still another portion of the population cannot celebrate spring because they are involved in its antithesis: death by killing in war, a process which destroys their own lives as well as the lives of those they seek to kill.

For each of these groups, there has been concern at Loyola during the last week, especially. The "Safe City

Project" in conjunction with the marathon basketball game has concerned itself with several of the problems, and response has been graifying. The "Holy Week in Harrisburg" is another such show of concern. With its broad scope, the latter project hopes to heighten awareness not merely to the existence of problems, but to their alleviation by assumption of personal responsibility.

Perhaps we need some of the Loyola community to sit down and enumerate any circumstances of our institution which prevent the realization of genuine life on campus or in the Baltimore community. The task could then be to creatively change those circumstances.

That is what the Safe City people, and the Harrisburg peple are doing— trying to change death into life-a very spring thing!

Walk-A-Thon Scheduled

By Maryanne Ament

Did you ever feel frustrated because you had definite beliefs about something, but did not know how to actively put them into practice? Are you one of those people who enjoy being with others, especially when the others are engaged in positive action? Well, over 11,000 Marylanders who will be walking in the March of Dimes Walk-a-thon fulfill both of these categories: they feel so anti-birth defects that they are willing to walk together to obtain money to fight defects.

The Walk-a-thon starts at 8 a.m. on Sunday, April 9th, from Memorial Stadium on 33rd and Ellerslie Sts. This year the main thrust of the Walk-a-thon coordinators is the college students. It has been suggested by them that

the students from each school walk as a unit to promote school spirit and that they wear sweatshirts bearing the school's name. These ideas have positive ramifications for the school-publicity. Because there will be much publicity at the Walk, the more homogeneous the group, the more it will attract publicity.

Those walking must obtain sponsors who will pledge a certainamount of money for each mile walked, with 25 miles as the maximum.

A small form must be completed in order to make your efforts recognizable. See or call Sue Getka at 566-8133, or Maryanne Ament at 433-6256, Hammerman House room 415. Also, you can stop by the Office of Volunteer Service, room 204 in the Student Center.

Nothing At Loyola...

ART EXHIBIT

March 25 to April 2.
"Arts of Iran"
Walters Art Gallery

CAR RALLY

April 9
Sponsored by Evening College
12:30 p.m. until 5 p.m.
Assemble at Millbrook House

EASTER VACATION

Begins March 30th
Classes resume, April 10th

WALK - A - THON

April 9
Annual March of Dimes Walk-A-Thon
Begins: Memorial Stadium
8 a.m.

DEMONSTRATION

April 1
Harrisburg, Pennsylvania
"Mass Demonstration Against War and Repression"
Starts: 12 noon

LECTURE

April 13
Speaker: Ralph Nader
Cohn Hall
12:30 p.m. to 3:00 p.m.

WORKSHOP

April 4
Community College of Baltimore
Theme: "Retail Security in Focus"
9 a.m. to 4:30 p.m.
Registration Fee: \$8.00

SENATE

April 13
Senate Meeting
Ruzicka Hall
5 p.m.

1973 JANUARY TERM TRAVEL PROGRAM

The following 1973 travel project proposals have been submitted by the faculty to the January Term Office. These proposals are currently being studied by various travel agents who will submit itineraries and cost estimates in April. For further information, it is suggested that you contact the individual instructors.

It is also asked that those considering participation in the 1973 Travel Program complete the form at the end of this list and return it to the January Term Office (L-2). Trip proposals not receiving a meaningful response at this time will be dropped prior to the opening of the Travel Program registration period.

TITLE: Tropical Ecology: Jamaica II INSTRUCTOR: Dr. C.R. Graham
ESTIMATED COST: \$375-400 DATES: Last two weeks of the January Term.

description: taxonomic surveys of the coral reefs and of the terrestrial flora of Jamaica. Two weeks of lectures will be given at Loyola. (Exams at end of each week) In Jamaica each student is expected to collect representative sets of organisms and be able to identify a set.

TITLE: A Literary and Historical Tour of England INSTRUCTOR: C. N. Abromaitis
ESTIMATED COST: \$500 DATES: January 3 - January 28

DESCRIPTION: A literary tour of England with attention to places which figure importantly in major works of literature; opportunities to attend British theatre, (repertory and popular) some historical sights will be included. Day trip to Oxford, Canterbury, Cambridge, and Stonehenge.

TITLE: British Educational Systems INSTRUCTOR: Frank Fairbank
ESTIMATED COST: DATES: January 3 - January 28

DESCRIPTION: Purpose is to study curriculum offerings and methods of teaching in the British Elementary & Secondary schools - both publicly and privately supported. Some preliminary readings required.

TITLE: Rome, Florence, South of France and Paris INSTRUCTOR: Malke Morris
ESTIMATED COST: \$600 DATES: January 3 - January 28

DESCRIPTION: Cultural Trip - Art/ Architecture/ Customs

TITLE: A Socio-Economic Experience in Guatemala ESTIMATED COST: \$600
INSTRUCTOR: Dr. Edward A. Doehler DATES: January 3 - January 24

DESCRIPTION: An interdisciplinary group experience in an alien culture. Time will be spent in Guatemala City, Antigua, Chichicastenango (visits to Pre-Columbian sites, a stay in the Peten jungle at the Mayan city of Tikal).

Return to January Term Office (L-2) in person or via Campus Mail. Check the project in which you are interested.

1. Tropical Ecology: Jamaica II

()
2. A Literary and Historical Tour of England

()
3. British Educational Systems

()
4. The Customs and Art of France and Italy

()
5. A Socio-Economic Experience in Guatemala

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Colimore: Tennis Again



With determination Vince Colimore looks ahead to reclaim Tennis Title.

by Tom Lawson

Vince Colimore has been the tennis coach at Loyola for the past 25 years, believe it or not. He began his record setting win streak in 1947, his first year as coach, as the team swept the championships. Following winning ways, the team proceeded to vie for a spot in the playoffs in 13 of the next 24 years! From the period between 1960 and 1970, Colimore's coaching and leadership payed off as Loyola virtually dominated the Northern Division of the Mason Dixon Conference. 1971 shattered the dream "powerhouse" as Johns Hopkins unseated the Hounds; this year, though, they should reclaim the title.

Mr. Colimore looks forward "solid opposition in the path for "solid" opposition in the path for a Greyhound "crown" is last year's champ, J.H.U. Discussing the strong points of the team, Colimore mentioned that experience and depth are in abundance--returning are capt. "Dude" Davis, Jr., Soph's Phil Jacobus, Tee Tillman, and Jay Rosenberg; entering the contest this year are Freshman Tim Hogan and Varsity B-ball, Kevin Robinson. When asked about fan support, Colimore said he was pleased with the large numbers who turn out and hopes for more.

Intramurals

From INTRAMURALS Page 8

Devlin. The boards are controlled by Chuck Miller who is also a very able shooter.

The WARRIORS seem to be the dark horse of the league with a couple of upsets to their credit. The man with the most unorthodox shot, Pete Ryan, forms a good combination with one of the league's best, Mike Dougherty, and Will Sterling. John Horn has the reputation of being the most tenacious man with a rebound.

Roommates Tony Smith and RA Mike Schissler form a good combination, both on the boards and in the shooting department. Their two guards, Paul Awalt and Christ Connolly, are not to be fooled around with, or else they'll burn you with quite accurate shots. Carl Staley completes the first five with unden talents of his own.

Despite being set back by a couple of close loses, the BUCKS still have the potential to make the championships. Sophomores Phil Jacobus, second in league scoring, and Vince Butler, fifth on the top ten, have no fear about taking the open shot. Their tendency to shoot is somewhat tempered by the cool play of Chris (Nappy) Robey and the unselfishness of Mike Seabolt.

Composed of veterans from past years, the CELTICS have season. Captain John Hogan leads a cheerful contingent,

namely, Dave Stevens, roommate Tom Beaumister, and the teams high scorer Jim Nowicki. They are a well knit group lacking only the necessary breaks to win games.

One of the most feared and roughest players around is Steve Sally, a virtual one man team. Occasionally Pete Scanlen and Bob Seabolt pour in a good total score, but all they are lacking is a playmaker whose void may be filled by the aggressive Larry Stokes. The HAWKS most improved player is certain to be Fred (Fade-in) Miller.

The BULLETS only excuse for a losing record is that e players have so far failed to show up for a couple of games. Otherwise, th potential is still there in the figures of Neil Giannone, Mike Roina, and Ron Baker.

The climax of the season so far has been highlighted by the dynamic clash between two undefeated teams, principally the BULLS and the KNICKERBOCKERS. Aided by a clutch performance from John Schissler, in a one-in-one situation in the last two seconds of regulation play, the BULLS managed to retain the right to play in an overtime period. The next five minutes proved to be full of tension as Ed Hanway and his teammates pulled out a win by a mere three points. All the players are to be congratulated for a very fine game with a good sportsmanship prevalent on both sides.

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Attendance Poor As Loyola Loses

by Walt Foltys

In an uninteresting game, Loyola lost its home opener of the 1972 season to Ithaca College, 13-3.

The only outstanding feature was the rustiness of the pitching staffs from both teams. Loyola ran through five pitchers who gave up 10 walks and seven hits. Ithaca managed to score in every inning but the seventh when freshman hurler Al Dilella held them scoreless.

However, it held Loyola to only three hits, preventing any scoring attack. When Loyola did score its three runs, it managed only one hit; a fly ball was placed perfectly between the first baseman and the right fielder. The combination of a suicide squeeze

and a throwing error on the play aided Loyola's cause.

The three hits were stung out by Billy Walters, Mike Reina, and Andy Cichelli.

The only conclusion this reporter can draw from the first game is the fact that it is very early in the season. Loyola has been out on the field for less than a week. Pitching and hitting both appeared to be rather weak. I cannot venture any prediction at this time, however, if this rustiness is not eradicated, it may turn out to be a very long season. Again, time will make the difference-time and work.

The attendance at the game, was as usual, sparse. More local kids seemed to be at the game than Loyola students. The majority of students at the game appeared to be there because they were attached to one particular player, either as a girl friend or a personal friend. I hope this miniscule figure is not reflective of the spirit of Loyola.

Wrestler Grabs Loyola

Steve Cichelli, Pennsylvania state wrestling champion, will be pinning opponents for Loyola next year. The Admissions Office announced yesterday through Sports Information Director, Dan O'Connell that Steve has followed in the footsteps of his father and brother who have attended Loyola. Another brother, Andy, will welcome Steve to the campus.

Cichelli said in an interview with the Greyhound that he would move up to the 118 or 126 lb. class since college wrestling has no 112 lb. division.

Steve also mentioned that several colleges, including Colgate, Hofstra, and Columbia University, were interested in his college plans. However, last week when he came to the campus he was won over by the students in Butler Hall. "I was really impressed with how helpful they were," he concluded.

Dorm Ball Shows Good Play

A Guest Commentary by Vincent Butler

The Men's Dorm Basketball League has turned out to be a tremendous success this year with 112 men participating from both Butler Hall and Underwood Apartments. Ten men were chosen to be captains and underwent the process of drafting the whole contingent of men to form ten well-balanced teams. The

league, organized and run by Vincent Butler, is designed to have each of the ten teams play each other once, with the top four teams competing for the dorm championship at the end of the season which is scheduled for April 24. The games are played every Monday and Tuesday nights, with the game of the week being played full court in front of a crowd which usually

numbers in excess of fifty students. The teams are surprisingly consistent in being evenly matched, thus providing a good game for both teams involved. The dorm league, originated by the resident men, is run solely by them, and shows 100% more organization than the system under which the day intramurals is operated. All the men are indebted to the various referees who willingly give up their time to maintain order in the games played, while at the same time being heaped with verbal abuse. A special note of thanks is given to that fighting Irishman, Mr. Dan O'Connell, present sports information director, who spends much of his leisure time with the basketball commissioner, compiling statistics, arranging schedules, and then having them printed up for the captains' use.

The following is a brief summation of all the teams involved in the league;

In first place are the BULLS, led by league leading scorer, Ed Hanway (35.5) supported by sophomores Dave Mike, Frank Cambell, and Trip Carr. This particular team is very

well balanced and all four of these men are very fine shooters and show a remarkable ability to work together.

Following a close runner-up are the KNICKERBOCKERS, who are presently a half a game behind, with four games to play. Again three sophomores dominate this team with Joe Gallagher, a consistently good player, aided by stalwart performances from captain John Schissler and John McGrane. Freshman Al Dilella gives valuable assistance to the team.

Known as the fastest team in the league, the LAKERS show a great similarity to their counterparts in the NBA. SG vice-president Tom Goodman and Jim Marino form the nucleus of a good fast-break team which seems to be their specialty. If they don't beat you, they will at least run you to death.

The BOMBERS, captained by that old married man, Larry Burke, controls any game they are engaged in, with the tempo being decided by playmaker Pat Woodburn, assisted by guard Tommy

See Intramurals p. 7

Deserve Better

by Dave Densford

College basketball fans in Maryland have to be about the happiest group in the world. Not only are they privy to a national championship in the making, but also Channel 7 in Washington has significantly increased its coverage of University of Maryland games. From almost no broadcasted games in previous years, ABC radio and television affiliates in D.C. have shifted gears to keep Baltimore-Washington followers in tune with Lefty Driesell's prominent team.

It's a shame that while Channel 7 has given Maryland such good coverage, viewers have to put up with such shakey announcers as Mel Campbell and Steve Gilmartin.

First Campell. As I sat listening to Mel announce the Loyola-Maryland game, I resolved to give up criticizing other announcers. (That was until I heard Gilmartin.) As Maryland fumbled and flopped all over the court, Campell kept telling his audience not to worry. A typical warning went like this: "Maryland just isn't playing its game here tonight. They'll have to break out of this rut if they want to stomp spunky, little Loyola."

Mel Campell isn't the first person to think that the Terrapins were a good team this year. But to count Loyola out of a game when Maryland couldn't find the backboard, much less the net, was bad announcing, bad manners and bad sportsmanship. Besides, it was just plain stupid.

I like a little objectivity in reporting. I realize that Campell's job is to report Maryland basketball. However, I wish that he would try to remember that there are two teams in the game and that not all listeners are Maryland fans.

The other reporter I have a beef about is Steve Gilmartin. Steve seems like a nice enough guy. As far as reporting Maryland basketball goes, he should have stayed in bed.

Gilmartin makes Maryland out to be jock school. During one recent game, he referred to Jim O'Brien as "Obie" and "Jimmy" O'Brien. Lynn Elmore was "Lynnie." This guy makes himself look bad for two reasons. One, he seems to be a basketball "groupie," who gets thrills by associating with athletes. Two, he makes Maryland look like a school that revolves around sports. It won't work. Sports are a factor at Maryland but only a factor. Since Joe Namath was turned down at Maryland because he didn't have a composite SAT score of 800, Maryland has affirmed its conviction that athletes have to crack other books besides play books. Look at Tom McMillen. This athlete has better than a B average. So, concentrate on their playing, attitudes, uniforms, anything. Just don't try to make them jocks. These people are students who play basketball, not jocks who are students.

Lamb: Man and Track

by Mark Kreiner '75

The first things that struck me in talking to Jim were his modesty and great knowledge of the game. Although he never ran track in high school, Lamb has developed into the team's best discus and shot thrower in his four years here. Sophomore year, his first year on the team, he had his best shot put--38 ft. 9 in.--, and, in junior year, his best discus throw--102 ft.--; not bad for a guy who played Freshman B-ball here. Lamb admitted he had a good chance of placing 2nd or 3rd, but had little hope of ousting M.S.A. champ Dusty Serrafin of T.S.C., or Odde Haugan, the

conference record holder in both the shot and discus.

Lamb offered the following contrast between last year's team and this year's: In his previous 3 years the teams were small which afforded everyone the chance to work as a tight and close team; this year with the majority of the team being either seniors or freshman, the team lacks that "tightness" that comes with familiarity; this, however, doesn't mean that the team lacks unity. Last year, he said, the team had six outstanding players and no depth; this year, though, the team has exceptional depth and out-

standing players. As has been the case with past teams, there is a definite weakness in the field events. Lamb also seemed severely critical of the outdated and decrepate field and facilities, and expressed the team's disappointment at the conditions.

Jim admitted that this year the team will have its best shot at winning. Out of the seven matches to be run, the Hounds should beat Western Maryland, Gauledet, York, and Washington while receiving stiff competition from Hopkins, Towson and Mt. St. Mary's, which is possibly the best team on the eastern seaboard.